







Community Service: Development of Indonesian Traditional Games for Early Childhood Education for Teachers in Germany and Indonesia

 Sri Indah Pujiastuti¹,  Nadia Apriliani²,  Dhiya Nada Nisrina^{3*},  Lusyana⁴,
 Nurhalizha Amalia Putri⁵,  Astrid Kaiser⁶

^{1,2,3,4,5}Universitas Negeri Jakarta, Indonesia

⁶University of Oldenburg, Germany

✉ dhiyanadanisrina_1105621046@mhs.unj.ac.id *



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Abstract

This community service activity aims to introduce and develop traditional Indonesian games for early childhood to kindergarten teachers in Germany and Indonesia. The games developed include Dhakon, Genteuk Bruek, Bakiak, Cenge-Cenge, and Kotak Karet. Through this program, teachers are trained on how to adapt traditional Indonesian games to the context of early childhood education, as well as how to utilize these games to support children's cognitive, motor, social, and emotional development. The activities are conducted using lectures, Q&A sessions, and hands-on practices involving teachers from both countries. In addition to enriching pedagogical approaches, this program also contributes to the preservation of local culture amidst globalization. The data produced in this community service program is derived from a comprehensive evaluation of the impact of traditional Indonesian games on early childhood education in Germany and Indonesia. The primary data sources include pre-test and post-test scores, observational data, and feedback collected through questionnaires and interviews. The pre-test and post-test scores provide quantitative evidence of the improvement in teachers' understanding of the educational value of traditional games. Observational data captures the engagement and active participation of teachers during workshops, while qualitative feedback from questionnaires and interviews highlights the perceived benefits and challenges of integrating traditional games into early childhood curricula. This data underscores the effectiveness of traditional games in enhancing cognitive, motor, social, and emotional development in young children, as well as promoting cross-cultural understanding and cultural preservation. This program not only fosters cross-cultural understanding but also encourages the use of creative, local wisdom-based teaching methods.

A. Introduction

Early Childhood Education (ECE) is an educational level that covers children aged 0 to 6 years. This level is divided into two pathways: formal education through Kindergarten and non-formal education through Playgroups (Ningrum et al., 2022). Both pathways are similar in terms of their educational processes. The primary goal of ECE is to develop various aspects of children, including cognitive, language, religious and moral values, physical motor, socio-emotional, and artistic development. To achieve these goals, ECE

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institutions employ various learning methods, one of which is through play activities (Adi et al., 2020). Play provides children with opportunities for exploration, allowing them to discover things that are beneficial for their development. This situation can be seen as a moment when children are learning. In other words, play becomes a way for children to learn various things, such as objects, events, situations, and concepts like smoothness, roughness, and other aspects (Wahyuni & Azizah, 2020).

According to Froebel, play is the highest expression of human development in childhood because it is only through play that children can freely express what lies within their souls. Through play, children build their understanding of the world through direct experiences with it (Kamil & Hibana, 2023). With these characteristics, traditional games have great potential to serve as tools for character development, particularly for early childhood, where learning is focused on play activities (Verawati et al., 2020).

However, in recent decades, traditional games have increasingly been marginalized with the rise of digital technology-based games. Children tend to be more attracted to digital devices such as tablets and smartphones, which can reduce their opportunities for direct interaction with peers and their environment (Girela-Serrano et al., 2024). Many educational institutions also tend to rely on digital learning media, overshadowing the learning potential offered by traditional games. This raises concerns that the values embedded in traditional games, such as cooperation, creativity, and local wisdom, may be lost (Wahyu & Rukiyati, 2022). One of the main challenges in developing and using traditional games in Early Childhood Education (ECE) is the lack of teacher skills in integrating traditional games into the learning process. This is due to several factors, including the limited availability of specialized training for teachers on traditional game development, insufficient knowledge about various relevant traditional games, and the perception that traditional games are less appealing compared to modern digital games (Adi et al., 2022). The evolution and changes over time continue to grow significantly, heavily influenced by advancements in technology, including changes in how children play (Riadi & Lestari, 2021). One notable shift in children's play is the transformation and development of traditional games. Traditional games are those passed down through generations, rooted in specific cultural backgrounds (Mujtahidin & Rachman, 2022). Indonesia is home to a wide variety of traditional games from different islands, including: *Dhakon* from Java, *Genteuk Bruek* from Sumatra, *Bakiak* from Kalimantan, *Cenge-Cenge* from Sulawesi, *Kotak Karet* from Papua.

According to Danandjaja, traditional games are a type of children's game that is transmitted orally among specific groups. These games are traditional, passed down from generation to generation, and have various variations. Gray also defines games and traditional games as activities that are self-chosen, intrinsically motivated, guided by mental rules that provide space for creativity, and often involve imagination. His analysis emphasizes that traditional games cannot be fully understood by simply observing the physical actions of the players. Instead, including traditional games, they are voluntary, and the players direct their own actions, fostering creativity, problem-solving, and social interaction (Gray, 2017). Gray also highlights that traditional games often provide a foundation for social and emotional learning, teaching children to navigate social rules and boundaries while still encouraging creativity and fun (Ardiyanto, 2018). Based on the expert opinions, these five types of games serve as a strong example that through the development of traditional games, teachers can enhance all aspects of children's development in an integrated manner. Through traditional games, teachers can also create interactive, enjoyable, and meaningful learning media for children.

Based on the observations conducted, the main issue in the field regarding the implementation of traditional games is the limited knowledge among teachers on how to develop various traditional games in a more effective and efficient way, which can optimize children's development. Therefore, this community service program aims to develop and introduce traditional Indonesian games as creative learning media in Early Childhood Education institutions and similar organizations in Indonesia, as well as expand its influence by involving teachers in Germany. Through this activity, it is expected that teachers will gain a deep understanding of the benefits of traditional games in early childhood education and be able to integrate them into their curriculum and daily lessons at school.

B. Methods

The goal of the community service activity described in this article is to introduce and develop traditional Indonesian games as a creative learning medium for early childhood education to teachers in Indonesia and Germany. This program aims to help teachers understand the benefits of traditional games in supporting children's cognitive, motor, social, and emotional development. Additionally, this activity supports the preservation of local culture amidst globalization. Traditional games bring local wisdom values such as

collaboration, creativity, and character development, which are essential for early childhood education (Trisna et al., 2022). By providing training to teachers, this program aims to address these challenges and encourage the use of traditional games in culture-based learning.

The main material presented in this community service program is the introduction and development of traditional Indonesian games as a creative learning medium for early childhood education. This material covers the definition of traditional games, their benefits for child development, how to create and use traditional games in learning activities, as well as the preservation of local cultural values. Examples of traditional games include congklak (*Dhakon*), *Bakiak*, *Genteuk Bruek*, *Cenge-Cenge*, and *Kotak Karet*. The material not only focuses on practical aspects but also supports an understanding of the educational and cultural values of these games.

The method used in this community service program is designed to provide an interactive learning experience for teachers in Indonesia and Germany. The methods include lectures to introduce the concepts of traditional games, Q&A sessions to deepen participants' understanding, and hands-on workshops for creating and using traditional games in early childhood education. The program also includes video tutorials and supplementary materials for participants in Germany, considering geographical constraints. The selected methods are aimed at ensuring effective learning and active participant interaction. Lectures provide a strong theoretical foundation, while Q&A sessions allow participants to explore the material in greater depth. Hands-on practice through workshops offers concrete experiences in creating traditional game tools, aligning with experiential learning theory.

The application of the method is carried out in a structured manner in several stages. The first stage is preparation, which includes the preparation of materials, tools, and guidelines for creating the media. The second stage is implementation, where teachers are given a pre-test to assess their initial knowledge, followed by a lecture, question and answer session, and hands-on practice. The teachers are asked to create game tools such as *Dhakon*, *Bakiak*, and *Cenge-Cenge* in groups, and then present their work.

In Indonesia, the community service was attended by several institutions with a total attendance of participants from 11 institutions. In total, there were 20 teachers from Indonesian teachers and 10 kindergartens in Germany. The teachers who attended in Indonesia itself included: 7 teachers from KSPA UNJ (a children's organization at UNJ) and 13 teachers from BKB (a similar ECE unit). Activities are carried out within five hours, from 9:00 a.m. to 12:00 p.m. at RA.Kartini building 2nd floor, Universitas Negeri Jakarta, Indonesia.

There are 10 ECE teachers in Indonesia who participated in the workshop with an educational background of bachelor's degree, while the other 10 teachers have an average educational background of senior high school and associate degree. The bachelor's degree background is not all from bachelor's degree in ECE, but only 7 out of 10 teachers have bachelor's degree in ECE.

The ages of ECE teachers in Indonesia also diverse. For example, there are 7 teachers aged 19-25 years and 13 teachers aged 40-55 years and above. These ages clearly determine the length of time teachers have been teaching and the experience they have acquired in education. There are 8 teachers who have been teaching for less than 5 years. Meanwhile, the other 12 teachers have more than 10 years of teaching experience.

The implementation time of community service is 1 (one) day and is conducted face-to-face and online. The community service method carried out is divided into several stages of activity. The following are the stages of the activities carried out.

1. Preparation Stage

The preparation stage will contain the preparation process that was carried out, including:

- a. Determining the location and target participants.
- b. Preparation of materials, facilities, and infrastructure needed, including: Power point material, learning media, media making guides, media making videos, tools and materials in making media.

2. Implementation Stage

The implementation stage will contain the process of implementing activities carried out after the preparation process has been carried out. The first thing to do in the implementation process is to survey the teacher's ability, namely through conducting a pre-test on traditional games. Furthermore, the methods used in community service activities are divided into several methods, including:

a. Lecture Method (1 hour)

The lecture method was the method used by the speaker to introduce the concept of traditional games in Indonesia and the delivery of the material for the training of teachers later. In this case, the speaker also provided an opportunity for participants to be able to play an active role in the activity by asking questions about traditional games and their relation to aspects of child development. However, this lecture method was carried out directly (face-to-face) for participants in Indonesia, while for participants from Germany, the presentation of material was carried out through video explanations about the development of traditional Indonesian media. The following are details of the power point material in the community service workshop (P2M): (1) Definition of Traditional Games, (2) the benefits of traditional games, (3) A source of creative inspiration.

The material explained also included types of traditional games and their benefits, namely (a) *Dhakon* from Central Java, helps children recognize numbers, trains honesty, and develops hand-eye coordination, (b) *Genteuk Bruek* from Aceh, trains body balance, improves cohesiveness, and develops sportsmanship, (c) *Bakiak* from South Kalimantan, can train balance, body coordination, and teamwork, (d) *Cenge-Cenge* from North Sulawesi, coordinates motor skills, strategy, and acceptance of results with a good attitude and *Kotak Karet* from Papua that can train focus, honesty, cooperation, and cognitive abilities.

In the PowerPoint presentation, the steps for creating and playing each traditional game are also included, such as *Dakon* made from cardboard, *Genteuk Bruek* made from coconut shells, *Bakiak* made from wood, *Cenge-Cenge* made from cardboard boxes, and *Kotak Karet* made from cardboard and rubber. Each game has rules that support the development of children's motor skills, social skills, and cognitive abilities. These games are designed to be interactive, fun, and educational, promoting physical activity, cooperation, and critical thinking among children.

b. Question and Answer Method (30 minutes)

The question and answer method is an important method for participants. This is because through the question and answer method, the instructor (presenter) can find out the extent to which the participants have understood the material presented. For Indonesian teachers, the question and answer method is conducted face-to-face between teachers and participants. Whereas for the German teachers, the question and answer method was conducted through personal WhatsApp chat after the German participants had watched the explanation video.

c. Hands-on Method

The hands-on method is a training method carried out by teachers. The previous training method began with a post-test, with the aim of seeing and comparing the level of knowledge of participants at the beginning of the provision of material with the knowledge of participants at the end of the provision of material. After the post-test was carried out, the facilitator provided an opportunity for participants to be able to watch a video of traditional game development followed by making traditional game media, as well as presenting the results of the work. This aims to provide opportunities for participants to be able to practice the material that has been obtained and see how participants understand the development of traditional games in Indonesia. Here are some important steps in the hands-on method when developing games:

1) Stages of Hands-on Practice (30 minutes)

Teachers were first given an explanation through the lecture method using power point about the concept of traditional games, their benefits, and guidelines for making game tools. This stage aims to give the participants a basic understanding before they start practicing.

2) Workshop Development of Traditional Games (2 hours)

Participants were divided into small groups to make traditional games such as *Dhakon*, *Genteuk Bruek*, *Bakiak*, *Cenge-Cenge* and *Kotak Karet*. Each group was given guidelines and materials such as cardboard, markers, glue, scissors, and decoration materials. In this process, participants were guided by one female student each.

3) Presentation of Work (30 minutes)

After completing the game, each group presented their work. They explained the function of the game, how to play it, and the educational value that children can get from the game.

4) Practice Evaluation (30 minutes)

At the end of the activity, an evaluation was conducted through group discussions and questionnaires to assess the effectiveness of the method, participants' understanding, and challenges faced during the practice.

3. Evaluation Stage

The evaluation stage will contain the reactions of the participants, the behavior of the participants, the reflection of learning by the participants, and the results of the activities. In the evaluation stage, a data collection method is carried out through observation, interviews, and documentation. Later the results of the data will be analyzed using the Miles and Huberman (2014) model, namely by reducing data, displaying data, and verifying data or the process of concluding Observation data will contain data on participants when the activity takes place, namely when participants are active in activities as evidenced by videos and photos. Interview data is data conducted through filling out pre-test, post-test, satisfaction questionnaires distributed to participants, as well as impressions of participants' messages in activities. Documentation will describe data derived from videos and photos during material provision activities, making traditional game media, and presentations of participants' work on traditional game media that have been made.

C. Results and Discussion

The results of community service activities collected through observation, documentation, pre-test and post-test with data analysis can be described as follows:

Table 1. Data Collection Results

Data Collection Techniques	Delivery of Material to Participants	Workshop on Traditional Game Development
Observation	<ol style="list-style-type: none"> 1. Listening to the speaker's explanation regarding the variety of Indonesian traditional games for children. 2. The teacher responds to the speaker's questions. 3. Teachers discuss with the presenter the best traditional games for early childhood. 4. The teacher asks questions to the presenter and responds to his explanation. 5. The teacher conducts a post-test on the material that has been presented. 6. Teachers attend traditional game development workshops. 	<ol style="list-style-type: none"> 1. Beginning Activity Greetings, introducing the speaker, asking how you are, conveying objectives, explaining the theme of traditional games, apperception (connecting the material with the teacher's existing understanding of the development of traditional game tools). 2. Core Activity The facilitator shows the traditional game tools to the teachers, the facilitator demonstrates how to make traditional games, the facilitator divides the teachers into groups, the group representatives draw lots to determine the type of game tools to be made, the teachers work in their groups to make traditional game tools (<i>Dhakon, Kotak Karet, Genteuk Bruék, Cenge-Cenge</i>), the teachers present their work. 3. Closing Activity The facilitators conduct a joint evaluation of the activities that have been carried out, the obstacles experienced and the closing of the workshop activities.

Data Collection Techniques	Delivery of Material to Participants	Workshop on Traditional Game Development
Documentation	Documentation of activities in the form of photos starting from the attendance of participants, opening by the MC, delivery of material.	Photographs of workshop activities: making traditional game tools, presentation activities, photos of participants' work when making game tools.
Post-Test	The results of the participants' post-test answers related to the material that has been delivered regarding the development of traditional game tools.	

In addition to conducting workshops for teachers in Indonesia, in community service also carried out to teachers in Germany, students provide power points that have been translated into English related to traditional game material for early childhood and the results of video explanations of workshop activities related to making traditional games and how to play these traditional games so that teachers in Germany can understand the steps in implementing traditional Indonesian games in their classes. With the video and PowerPoint material, teachers in Germany can learn every detail of making and implementing the game independently.

After students provide videos and power point material, students also ask questions to teachers in Germany through personal chat WhatsApp related to the adaptation of traditional games for early childhood in Germany. Students asked several questions including 1) Is this game interesting for German children and in accordance with the developmental needs of German children? 2) Do you think this game is important for German children? Why? 3)How can German teachers modify this game to suit the needs of German children? The questions were sent to German teachers and the teachers answered the questions.

Community service activities with the main theme of developing traditional Indonesian tool games for German and Indonesian teachers on Saturday, August 10, 2024. The activity began with registration of participants, opening by the MC, remarks by the coordinator of the study program, filling in the pre-test where it aims to measure the extent of the participants' knowledge related to the theme of the activity workshop. Followed by the presentation of material on the variety of traditional Indonesian games that can be developed by teachers in early childhood learning delivered by the facilitator to recall the material that has been presented previously. After recalling, there was a question and answer activity about the material presented by the speaker related to traditional games that teachers can develop in learning in ECE. Furthermore, the MC / Moderator closed the first session followed by post test activities, ice breaking, workshops, filling out questionnaires, announcing the best participants, and closing.

The community service and workshop activities aim to enable teachers, especially in Germany and Indonesia, to develop their skills in designing and adapting traditional games to suit a fun and effective learning context. These activities also aim to preserve and promote the local cultural values embodied in traditional games as part of character education for early childhood.

The material presentation on various traditional Indonesian games for early childhood involves several aspects, including: 1) the concept of traditional games, which explains the definition of traditional games, incorporating experts' opinions on the subject and the meaning of traditional games. 2) the benefits of traditional games, which discusses the advantages of traditional games that can influence various aspects of child development, such as involving physical activities that enhance gross motor skills, coordination, and balance. Furthermore, the social interactions occurring during the games help develop communication skills, cooperation, and shared values. From a cognitive perspective, children learn to understand game rules, strategies, and problem-solving, which altogether provide an enjoyable and meaningful learning experience. 3) varieties of traditional games from various provinces in Indonesia, which explains several traditional game tools and their regions of origin that teachers can develop for learning activities in early childhood education, such as *Dhakon* from Central Java, *Genteuk Bruek* from Aceh, *Bakiak* from South Kalimantan, *Cenge-Cenge* from North Sulawesi, and *Kotak Karet* from Papua. This section also discusses how to create each game tool and the rules for playing these games.



Figure 1. Material Presentation Activity

After the material presentation, participants were given the opportunity to engage in a question-and-answer session. The session was opened for three participants, with questions answered directly by the presenter and assisted by the moderator, Nurhalizha. Participants asked questions to the presenter.

Setelah After listening to the presentation of the material, the participants were asked to fill out a post test, participants will provide a post test filling sheet. The questions contained in the post test are the material that has been presented previously. There are 10 multiple choice questions about traditional games for early childhood.

The activity continued with ice breaking, the purpose of ice breaking activities is to create a more relaxed, comfortable, and interactive atmosphere among participants and help participants to be more focused and actively involved in further activities. The next activity was a workshop on the development of traditional tool games. This activity was attended by all participants who attended face-to-face and facilitated by all students. This traditional tool game development workshop invites all participants, especially teachers, to be able to play a role in how to develop traditional game tools that can be implemented for learning activities in ECE institutions. The activity began with the facilitator demonstrating how to make each traditional game tool through a video that had been made by students previously, group division, lottery of game tools, working in groups, presentation of work.

After the participants are shown a video on how to make a game tool, the facilitator divides the participants into four groups where in one group consists of five participants, then the group representatives will draw lots to determine the type of game tool that will be made in the group, the representatives will line up to take the tools and materials needed such as pencils, markers, paints, rulers, scissors, crepe paper, glue, cardboard paper, cardboard etc. in making game tools. Participants in the group will make one type of game tool including *Dhakon*, *Genteuk Bruek*, *Cenge-Cenge*, *Kotak Karet*. The following is an example of an activity to make a traditional game tool, namely a rubber box, this traditional rubber box game tool requires two cartons, markers, and glue and materials to decorate, when the large box is ready, draw the large cardboard/cardboard box into ten small boxes and write the numbers one to ten in each box and the word one-ten in it so that in playing children can recognize numbers. There are groups that make traditional *Genteuk Bruek* games where the *Genteuk Bruek* game is made using two coconut shells into a semicircle, then hollowed out the center and inserted a rope and can be decorated using paint. This *Genteuk Bruek* play activity is beneficial for children in regulating body balance.





Figure 2. Traditional Game Making Workshop Activity

In addition, there is also a group that makes *Dhakon* game tools with another name congklak. In making this *Dhakon*, cardboard and round media are needed to print each hole. There is a traditional game tool *Cenge-Cenge* made in one of the groups. In making this traditional game tool, cardboard and patches of fruit names are needed so that in playing children can recognize letters and names of fruits. In this case, participants were free to decorate each game tool they made. After the workshop was over, each group presented the results of the work they had made.



Figure 3. Presentation of Work

After that, followed by an evaluation of the activity through a review process and asking participants related to the obstacles faced during the making of the game tools, the material that has been presented, the benefits of traditional games, filling out an activity satisfaction questionnaire, announcing the best participants, closing by the Master of Ceremony, joint documentation. From the results obtained, the following is a discussion of community service activities and workshops for developing traditional game tools for German and Indonesian teachers. During the delivery of material during the workshop on the development of traditional game tools for early childhood, the teachers as participants listened to the material presented with focus and care. The material presented was a variety of traditional game games that teachers can develop in early childhood education. We also introduced the variety and kinds of traditional game tools from several provinces in Indonesia, the benefits, how to make, and how to play from each of these game tools. Teachers as participants were active during the activity such as asking questions and discussing traditional game tools for early childhood. In the core activities, participants actively participated in workshop activities such as making traditional game tools, decorating game tools, then presenting the results they had made in the group.

To review the seminar activities regarding the development of traditional tool games, especially for early childhood, participants were asked to fill out a post test related to the material that had been delivered regarding the variety of Indonesian traditional tool games. The post test is used as a consideration of whether participants can properly understand the material that has been delivered and as an illustration of whether participants are ready to implement traditional tool game activities in their institutions. This post test contains ten (10) questions about the material of Indonesian traditional game tools for early childhood which participants do for ten (10) minutes.

The evaluation results were obtained from the participants' post-test. The results showed that almost all participants knew the variety and benefits of traditional games for early childhood. So that the teachers, are very enthusiastic and want to develop these traditional games in their respective schools. An important aspect of these traditional games is the use of easily accessible tools or environments, so as to be able to integrate local wisdom-based learning that is relevant to child development.

Table 1. Pre-Test and Post-Test Score Acquisition

Score Acquisition			
NO	Pre Test	Post Test	Comparison
1	50	90	40
2	40	90	50
3	50	100	50
4	40	100	60
5	60	100	40
6	40	90	50
7	40	90	50
8	40	80	40
9	50	80	30
10	40	80	40
11	30	70	40
12	60	80	20
13	60	100	40
14	40	70	30
15	50	90	40
16	40	90	50
17	50	80	40
18	40	90	50
19	60	70	10
20	70	90	20

The higher post-test results compared to the pre-test reflect the success of the seminar in improving participants' understanding. A follow-up to this activity is that some questions require a deeper understanding of specific cultural contexts. Future seminars could emphasize this aspect to reduce misconceptions. The questions that were answered incorrectly indicate the need to deliver material that is more focused on definitions and terminology, so that participants can answer more accurately.

The following is an analysis of the German teachers' responses to the questions regarding the adaptation of Indonesian traditional games for children in Germany. Teachers see that these traditional games have many benefits for early childhood development, including emotional, mental, intellectual, and cooperative development. This shows that these games can be a good tool to support children's holistic development. *Congklak/Dhakon* is considered good for children of different ages as it develops fine motor skills, cooperation and math ability.

Egrang is considered too dangerous for German children given its strict safety standards and regulations. *Egrang Batok Kelapa* is more suitable and safe, and fosters communication and a sense of community. *Bakiak* are considered excellent for communication, cooperation and physical development, and are suitable for children from preschool to elementary school age. The *Bakiak* variation with one child on half a coconut shell is also good for practicing body stability, which is important for child development. *Cenge-Cenge* adds rhythmic challenges and body coordination, similar to traditional games in Germany, although it requires special rules to be followed. *Kotak Karet* is more suitable for children in grade one and above as it teaches rules and coordination.

Based on the answers from the German teachers, they mentioned that these games have anthropological value because they contain important local cultural elements, such as in the games of *Bakiak* and *Cenge-*

Cenge. This can be an attraction for German children to understand and experience other cultures. Overall, the teachers recommend adjusting the games based on safety, age, and typical German rules. Games that require high stability or are considered dangerous may require rule changes or safer aids.

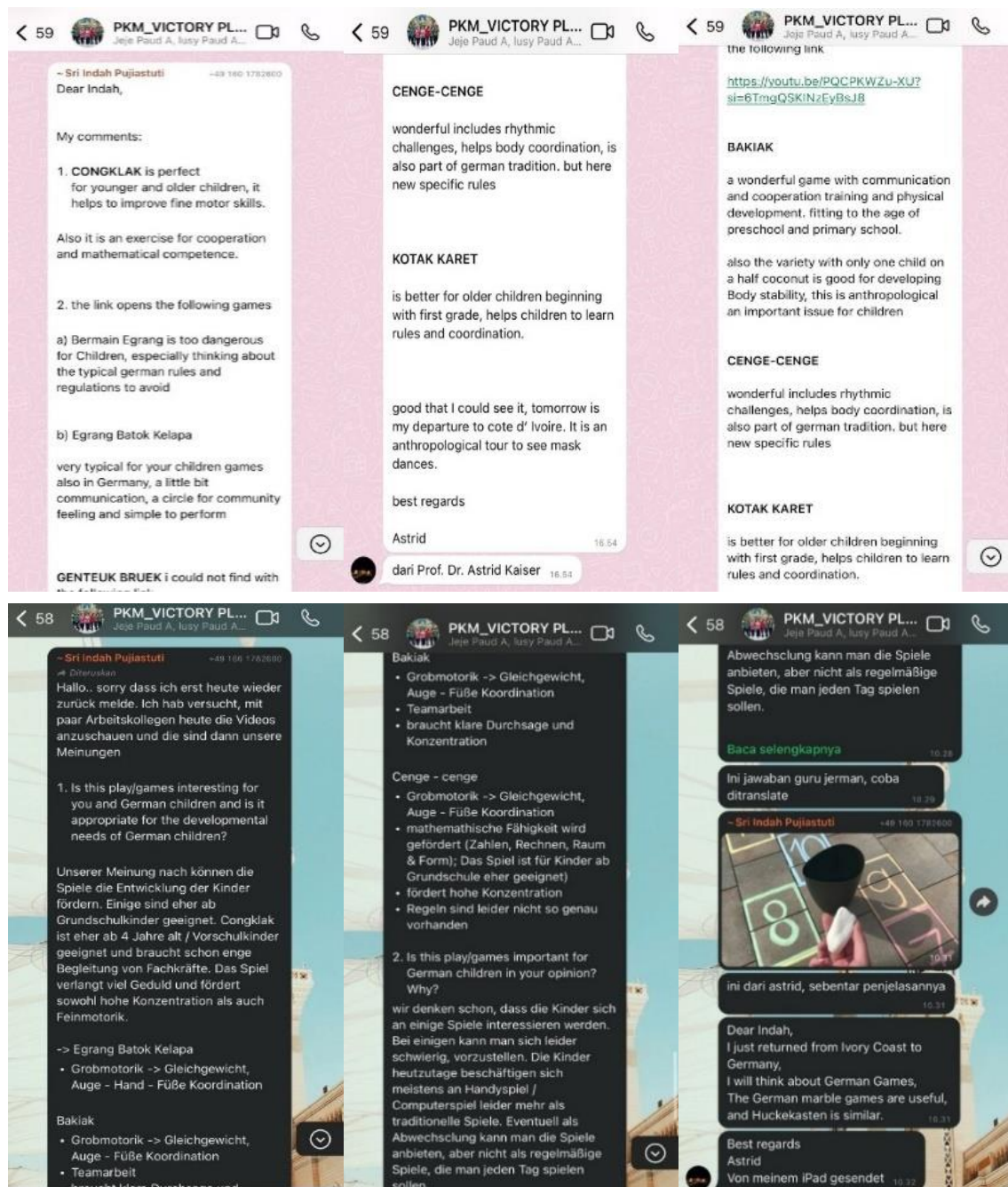


Figure 4. German Teachers' Responses

The implication of this Indonesian traditional game workshop activity is that this training provides new insights for teachers to integrate traditional games into the early childhood education curriculum, both in Indonesia and Germany. Through this program, traditional games can be used as a tool to preserve local cultural values in the context of education. Traditional games are proven to support children's overall cognitive, motor, social and emotional development. This program helps build cross-cultural understanding between Indonesia and Germany through the implementation of traditional games as a learning medium.

The limitations in the development of traditional games are that many traditional games require tools and materials that are difficult to obtain in some areas, making it difficult to implement in the field. Some games may not comply with safety standards in certain countries, as found in the game of egrang in Germany. The

participants' lack of understanding of the benefits and ways to utilize traditional games was a major challenge in this activity. Some games require customization to suit the needs of children in other countries.

The author also provides suggestions for future activities including: (1) Collaborate more intensively with teachers in Germany to find creative solutions to overcome local obstacles. (2) Provide apps or digital platforms that help teachers understand, learn and practice traditional games in a modern learning context. (3) Conduct a follow-up study to measure the impact of the implementation of traditional games on children's development in the long term.

D. Conclusion

Traditional games are a cultural heritage rich in local wisdom values, such as cooperation, creativity, and social skills. Their benefits extend not only to motor development but also to children's social, emotional, and cognitive growth. For example, games like *Dhakon*, *Genteuk Bruek*, *Bakiak*, *Cenge-Cenge*, and *Kotak Karet* teach children about balance, coordination, strategy, and understanding rules. This demonstrates that traditional games can significantly contribute to early childhood learning, aligning with child development theories proposed by experts.

This community service program provides a solution by organizing training sessions for teachers, both in Indonesia and Germany, to develop traditional games as learning media. The evaluation results show that the program succeeded in improving teachers' understanding of the benefits of traditional games and how to integrate them into the early childhood education curriculum, namely as a medium for children's learning. The trainees, consisting of twenty (20) teachers from eleven (11) PAUD institutions in Indonesia and teachers from Germany, showed enthusiasm in making traditional game development tools and were committed to implementing them in their learning process. This can be seen from their process in making the development of traditional games and presenting the results. The German teachers showed positive responses, shared their experiences, and gave feedback on the games they had seen. This training not only improves practical skills but also strengthens awareness of the importance of cultural preservation through education.

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